Classroom Practice

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Teachers** |  | **Students** |
| **What’s working?** |  | * Intentional use of science literacy strategies * Breakdown of what does literacy in science means * Understanding that to scaffold we need a set of fundamental concepts/vocab * Much clearer about misconceptions * Having a wide range of strategies that are quick and easy to use * An understanding of where the gaps are * All staff are on board with literacy * Resources/ideas are shared * Writing activity in Junior Diploma template practical they \*\*\* year in class * Literacy (reading & writing) write on books free to all Y9/10 students * Relationship with students * Ability to sign post in their writing * As caused a need to pay more attention to writing * Using frameworks |  | * Students sharing responsibility for the learning of others * Integrating the benefits that flow from STADS   – context  – Learning is a social activity   * Recalling basic information * Students slow improvement in paragraph writing on a set template * Students enjoy the literacy write on leads * Buy in from most students * Pitched at their level * Willingness to be involved * Completion of work is a good standard – matched to levels in junior school/as in senior * Students see value to what they complete * Students know now that recording reasons is the grade level difference |
| **What’s not** |  | * Scaffolding, structures for complete paragraphs, reports * Teacher give extra time for service to improve written work * We push the literacy skills of senior subjects * Understanding of literacy written requirements in NCEA in areas outside of my specialist areas in Tourism, Geo, History * Unpacking a problem * Not showing journey of thinking * Journaling ‘learning, thinking’ |  | * Need to get very limited poor reading , \*\*\*\* to get inc\*\*\*\*/engaged * Ability to read without direction * Complete evidence to support their statements * Reluctance to show thinking, record thinking. Happy with a number answer * Recording critical thinking an issue, difficult |
| **What support is needed?** |  | * Unpacking ‘what is writing in Science’ * Unpacking the data * Understanding e-asTTle rubic for writing and translating for science * Offer ways to improve literacy within the department * English/literacy is not an English department only area * Compare what is similar, in SS/Geo/Business Studies * Template similarities in writing in each area. PD in this * What is writing * To show teachers how to recognise opportunities to develop writing opportunities |  | * How to identify the best way to learn in our classrooms * A framework is needed to help students structure a way to solve a task * To be able to sow development and thinking (journey) |

Blue text = Maths

